



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 11231328  
SAU: Orono School Department  
School: Asa C Adams School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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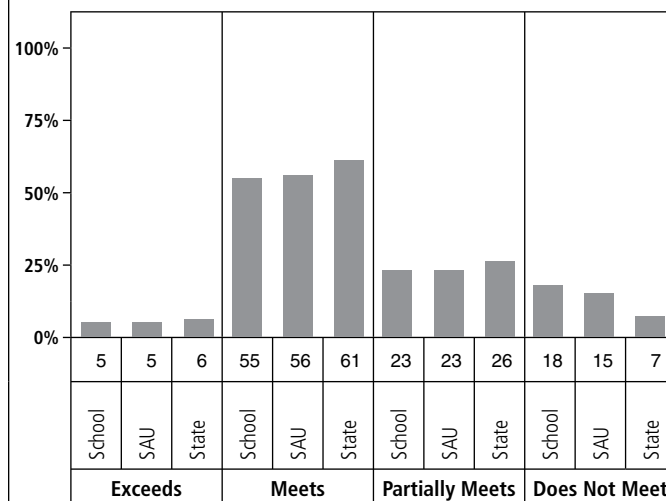
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: Orono School Department  
School: Asa C Adams School

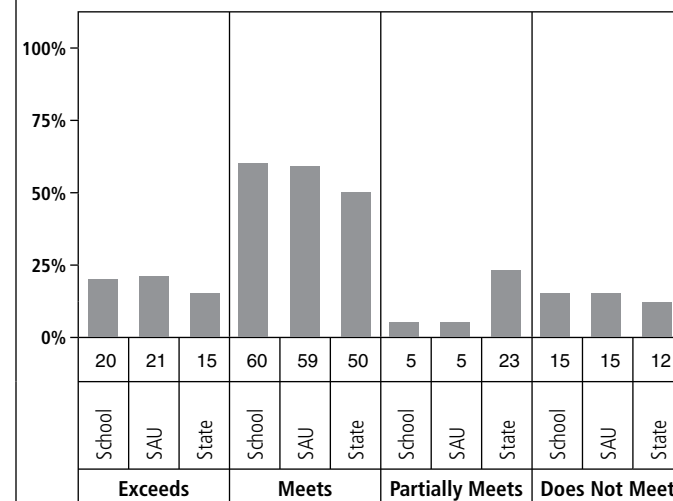
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	548	548	544
2007–2008	549	549	545
<b>2008–2009</b>	<b>544</b>	<b>544</b>	<b>546</b>
Cum. Avg.*	547	547	545
<b>Mathematics</b>			
2006–2007	550	550	546
2007–2008	556	556	546
<b>2008–2009</b>	<b>548</b>	<b>548</b>	<b>547</b>
Cum. Avg.*	552	552	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>544</b>	<b>544</b>	<b>543</b>

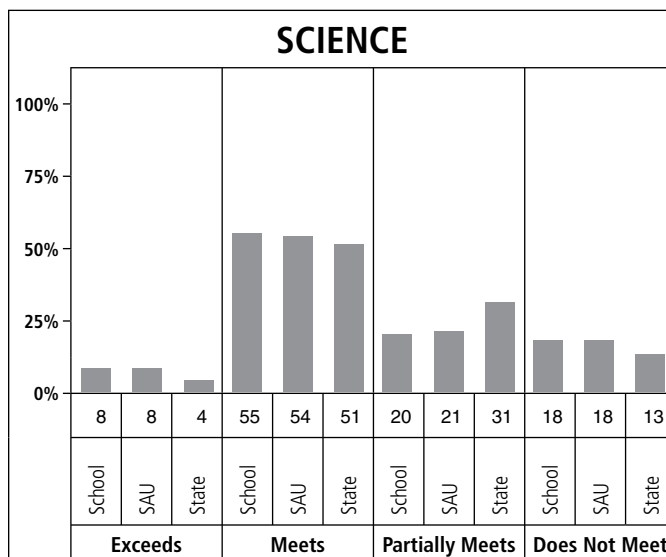
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: Orono School Department  
School: Asa C Adams School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	40	100	39	100	14212	100	40	100	39	100	14135	100	40	100	39	100	14144	100	40	100	39	100	14137	100
<b>Ethnicity</b> African American/Black	1	3	1	3	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	1	3	1	3	110	1	1	100	1	100	110	100	1	100	1	100	110	100	1	100	1	100	110	100
Asian or Pacific Islander	1	3	1	3	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	1	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	37	93	36	92	13271	93	37	100	36	100	13212	100	37	100	36	100	13211	100	37	100	36	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	8	20	7	18	2479	17	8	100	7	100	2454	100	8	100	7	100	2455	100	8	100	7	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	13	33	13	33	5848	41	13	100	13	100	5815	100	13	100	13	100	5819	100	13	100	13	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	31	78	31	79	10849	76	31	78	31	79	10872	76	31	78	31	79	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	3	1	3	123	1	1	3	1	3	121	1	1	3	1	3	126	1
<b>Participation with accommodations</b>	9	23	8	21	3122	22	9	23	8	21	3124	22	9	23	8	21	3019	21
Identified disability (PET/IEP)	8	89	7	88	1992	64	8	89	7	88	2000	64	8	89	7	88	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	1	11	1	13	907	29	1	11	1	13	886	28	1	11	1	13	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Orono School Department  
School: Asa C Adams School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	5	2	5	702	5
	2007-2008	3	6	3	6	659	5
	<b>2008-2009</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>836</b>	<b>6</b>
	Cum. Total*	7	5	7	5	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	26	65	26	65	7730	55
	2007-2008	38	73	38	73	8195	58
	<b>2008-2009</b>	<b>22</b>	<b>55</b>	<b>22</b>	<b>56</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	86	65	86	66	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	11	28	11	28	4182	30
	2007-2008	7	13	7	13	3800	27
	<b>2008-2009</b>	<b>9</b>	<b>23</b>	<b>9</b>	<b>23</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	27	20	27	21	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	1	3	1	3	1419	10
	2007-2008	4	8	4	8	1362	10
	<b>2008-2009</b>	<b>7</b>	<b>18</b>	<b>6</b>	<b>15</b>	<b>973</b>	<b>7</b>
	Cum. Total*	12	9	11	8	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.2	60.8	29.5	61.5	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.2	59.2	14.4	60.0	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.0	62.5	15.1	62.9	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Orono School Department  
 School: Asa C Adams School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	40	2	5	22	55	9	23	7	18	544	39	5	56	23	15	544	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	1										1						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	37	2	5	22	59	7	19	6	16	545	36	6	61	19	14	545	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	1	13	2	25	5	63	528	7	0	14	29	57	528	2290	0	29	47	23	537
No	32	2	6	21	66	7	22	2	6	548	32	6	66	22	6	548	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	40	2	5	22	55	9	23	7	18	544	39	5	56	23	15	544	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	13	0	0	4	31	4	31	5	38	534	13	0	31	31	38	534	5716	2	51	35	12	542
No	27	2	7	18	67	5	19	2	7	549	26	8	69	19	4	549	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	40	2	5	22	55	9	23	7	18	544	39	5	56	23	15	544	13963	6	61	26	7	546
<b>Gender</b>																						
Female	26	2	8	14	54	6	23	4	15	545	26	8	54	23	15	545	6882	8	62	24	6	547
Male	14	0	0	8	57	3	21	3	21	543	13	0	62	23	15	544	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	4	31	5	38	4	31	536	12	0	33	42	25	537	1914	1	41	44	14	540
No	27	2	7	18	67	4	15	3	11	548	27	7	67	15	11	548	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	3										3						450	26	72	2	0	557
No	37	1	3	20	54	9	24	7	19	543	36	3	56	25	17	543	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Orono School Department

School: Asa C Adams School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	0	0	0	0	1	33	2	67	525	8	0	0	33	67	525	4	2	40	34	24	540
B. less than one hour	59	1	4	15	65	5	22	2	9	546	59	4	65	22	9	546	70	6	63	26	6	546
C. one to two hours	31	1	8	7	58	2	17	2	17	546	31	8	58	17	17	546	24	7	61	26	6	546
D. more than two hours	3	0	0	0	0	1	100	0	0	538	3	0	0	100	0	538	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	69	2	7	17	63	7	26	1	4	549	69	7	63	26	4	549	36	10	67	18	5	549
B. good	18	0	0	3	43	2	29	2	29	537	18	0	43	29	29	537	47	5	62	27	6	546
C. fair	8	0	0	2	67	0	0	1	33	539	8	0	67	0	33	539	15	2	47	40	12	541
D. poor	5	0	0	0	0	0	0	2	100	519	5	0	0	0	100	519	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	36	0	0	9	64	4	29	1	7	546	36	0	64	29	7	546	31	9	65	20	5	548
B. They match some of what I have learned.	44	2	12	10	59	3	18	2	12	547	44	12	59	18	12	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	5	0	0	1	50	1	50	0	0	543	5	0	50	50	0	543	10	3	45	38	14	542
D. There is no match.	15	0	0	2	33	1	17	3	50	533	15	0	33	17	50	533	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	15	0	0	0	0	3	50	3	50	528	15	0	0	50	50	528	16	3	49	32	15	542
B. about the same as my regular schoolwork	46	1	6	10	56	4	22	3	17	545	46	6	56	22	17	545	64	7	63	25	5	547
C. easier than my regular schoolwork	38	1	7	12	80	2	13	0	0	551	38	7	80	13	0	551	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	1	20	0	0	4	80	525	13	0	20	0	80	525	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	37	0	0	8	57	5	36	1	7	543	37	0	57	36	7	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	50	2	11	13	68	4	21	0	0	552	50	11	68	21	0	552	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	28	0	0	5	45	3	27	3	27	542	28	0	45	27	27	542	20	10	64	21	5	548
B. 20 minutes to an hour	51	2	10	12	60	5	25	1	5	547	51	10	60	25	5	547	56	7	65	24	5	547
C. less than 20 minutes	18	0	0	5	71	1	14	1	14	544	18	0	71	14	14	544	10	3	52	33	12	543
D. I rarely read at home.	3	0	0	0	0	0	0	1	100	522	3	0	0	0	100	522	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	22	0	0	5	63	0	0	3	38	538	22	0	63	0	38	538	25	3	53	33	11	543
B. six to ten pages	22	0	0	8	100	0	0	0	0	552	22	0	100	0	0	552	26	6	61	26	7	546
C. eleven or more pages	57	2	10	8	38	9	43	2	10	545	57	10	38	43	10	545	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	524	50	0	0	0	100	524						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	516	50	0	0	0	100	516						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Orono School Department  
School: Asa C Adams School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	7	18	7	18	1711	12
	2007-2008	19	37	19	37	1617	12
	<b>2008-2009</b>	<b>8</b>	<b>20</b>	<b>8</b>	<b>21</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	34	26	34	26	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	20	50	20	50	6778	48
	2007-2008	22	43	22	43	7284	52
	<b>2008-2009</b>	<b>24</b>	<b>60</b>	<b>23</b>	<b>59</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	66	50	65	50	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	9	23	9	23	3884	28
	2007-2008	9	18	9	18	3341	24
	<b>2008-2009</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	20	15	20	15	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	4	10	4	10	1683	12
	2007-2008	1	2	1	2	1778	13
	<b>2008-2009</b>	<b>6</b>	<b>15</b>	<b>6</b>	<b>15</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	11	8	11	8	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	26.4	55.0	26.5	55.2	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	10.2	56.7	10.3	57.2	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.2	52.0	5.2	52.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.1	51.0	5.1	51.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.9	59.0	5.9	59.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Orono School Department  
 School: Asa C Adams School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	40	8	20	24	60	2	5	6	15	548	39	21	59	5	15	548	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	1										1						110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	37	8	22	22	59	1	3	6	16	548	36	22	58	3	17	548	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	1	13	4	50	530	7	0	29	14	57	528	2307	3	32	32	33	536
No	32	8	25	21	66	1	3	2	6	552	32	25	66	3	6	552	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	40	8	20	24	60	2	5	6	15	548	39	21	59	5	15	548	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	13	0	0	7	54	1	8	5	38	536	13	0	54	8	38	536	5731	7	46	29	18	542
No	27	8	30	17	63	1	4	1	4	553	26	31	62	4	4	554	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	40	8	20	24	60	2	5	6	15	548	39	21	59	5	15	548	13988	15	50	23	12	547
<b>Gender</b>																						
Female	26	4	15	16	62	1	4	5	19	546	26	15	62	4	19	546	6889	14	51	23	12	546
Male	14	4	29	8	57	1	7	1	7	551	13	31	54	8	8	551	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	9	69	2	15	2	15	541	12	0	67	17	17	541	1918	3	39	36	22	539
No	27	8	30	15	56	0	0	4	15	551	27	30	56	0	15	551	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	3										3						450	64	34	2	0	564
No	37	6	16	23	62	2	5	6	16	546	36	17	61	6	17	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Orono School Department

School: Asa C Adams School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	8 59 31 3	0 4 4 0	0 17 33 0	0 16 6 1	0 70 50 100	0 1 1 0	0 4 8 0	3 2 1 0	100 9 8 0	521 550 550 546	8 59 31 3	0 17 33 0	0 70 50 100	0 4 8 0	100 9 8 0	521 550 550 546	4 70 24 2	8 15 15 9	38 52 51 37	26 23 23 24	28 10 11 30	539 547 547 539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	32 47 11 11	2 6 0 0	17 33 0 0	9 11 1 1	75 61 25 25	1 0 1 0	8 0 25 0	0 1 2 3	0 6 50 75	554 553 533 522	32 47 11 11	17 33 0 0	75 61 25 25	8 0 25 0	0 6 50 75	554 553 533 522	34 45 18 3	28 11 3 1	50 54 45 29	14 24 33 41	8 10 19 29	552 546 540 535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	36 56 3 5	3 5 0 0	21 23 0 0	7 15 1 0	50 68 100 0	1 1 0 0	7 5 0 0	3 1 0 2	21 5 0 100	544 553 552 511	36 56 3 5	21 23 0 0	50 68 100 0	7 5 0 0	21 5 0 100	544 553 552 511	38 48 11 3	22 12 6 6	52 53 40 26	19 24 30 29	7 11 24 38	550 546 540 534
<b>How difficult was the mathematics part of this test?</b> A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	8 68 24	0 8 0	0 32 0	0 14 8	0 56 89	1 1 0	33 4 0	2 2 1	67 8 11	519 553 546	8 68 24	0 32 0	0 56 89	33 4 0	67 8 11	519 553 546	17 64 19	7 15 24	42 53 49	30 23 17	21 10 10	540 547 550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	5 38 49 8	0 5 3 0	0 33 16 0	0 8 13 2	0 53 68 67	0 0 1 1	0 0 5 33	2 2 2 0	100 13 11 0	524 551 549 544	5 38 49 8	0 33 16 0	0 53 68 67	0 0 5 33	100 13 11 0	524 551 549 544	7 28 41 24	6 9 17 21	39 49 53 51	27 28 21 20	27 15 9 8	539 544 548 549
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 37 29 32	0 4 2 2	0 29 18 17	1 9 7 6	100 64 64 50	0 1 0 1	0 7 0 8	0 0 2 3	0 0 18 25	554 555 546 543	3 37 29 32	0 29 18 17	100 64 64 50	0 7 0 8	0 0 18 25	554 555 546 543	6 24 33 38	14 17 17 12	43 52 52 49	24 21 21 25	20 10 9 14	543 548 548 545
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	21 13 38 28	0 1 4 3	0 20 27 27	3 4 9 7	38 80 60 64	2 0 0 0	25 0 0 0	3 0 2 1	38 0 13 9	533 552 553 550	21 13 38 28	0 20 27 27	38 80 60 64	25 0 0 0	38 0 13 9	533 552 553 550	23 31 27 20	13 17 17 12	47 52 52 50	26 21 21 24	15 10 10 14	545 548 548 545
<b>Optional school/SAU question</b> A. B. C. D.	0 50 0 50	 0  0	 0  0	 0  0	 0  0	 1  0	 100  0	 0  1	 0  100	 536  522	 0 50 0 50	 0 0  0	 0 0  0	 0 100  100	 0 0  0	 536  522	 0 50 0 50	 0 0  0	 0 100  0	 0 0  0	 0 100  100	 0 536  522

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Orono School Department  
School: Asa C Adams School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	3	8	3	8	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	22	55	21	54	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	8	20	8	21	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	7	18	7	18	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	29.7	61.9	29.7	61.9	29.2	60.8
<b>D. The Physical Setting</b>	24	50	13.4	55.8	13.4	55.8	12.9	53.8
<b>E. The Living Environment</b>	24	50	16.4	68.3	16.3	67.9	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: Orono School Department  
School: Asa C Adams School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	40	3	8	22	55	8	20	7	18	544	39	8	54	21	18	544	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	1										1						110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	37	3	8	22	59	6	16	6	16	545	36	8	58	17	17	545	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	0	0	5	63	530	7	0	29	0	71	527	2309	2	29	39	29	536
No	32	3	9	19	59	8	25	2	6	548	32	9	59	25	6	548	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	40	3	8	22	55	8	20	7	18	544	39	8	54	21	18	544	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	13	0	0	3	23	5	38	5	38	532	13	0	23	38	38	532	5729	2	42	37	20	539
No	27	3	11	19	70	3	11	2	7	550	26	12	69	12	8	550	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	40	3	8	22	55	8	20	7	18	544	39	8	54	21	18	544	13987	4	51	31	13	543
<b>Gender</b>																						
Female	26	3	12	11	42	7	27	5	19	543	26	12	42	27	19	543	6886	4	49	33	14	542
Male	14	0	0	11	79	1	7	2	14	546	13	0	77	8	15	546	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	7	54	3	23	3	23	537	12	0	50	25	25	536	1917	1	31	41	28	536
No	27	3	11	15	56	5	19	4	15	548	27	11	56	19	15	548	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	3										3						450	25	72	2	1	557
No	37	3	8	19	51	8	22	7	19	543	36	8	50	22	19	543	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Orono School Department

School: Asa C Adams School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	0	0	0	0	3	100	520	8	0	0	0	100	520	4	2	37	35	25	538
B. less than one hour	59	2	9	13	57	6	26	2	9	546	59	9	57	26	9	546	70	4	53	31	12	544
C. one to two hours	31	1	8	7	58	2	17	2	17	546	31	8	58	17	17	546	24	5	51	31	12	544
D. more than two hours	3	0	0	1	100	0	0	0	0	542	3	0	100	0	0	542	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	18	0	0	4	57	2	29	1	14	540	18	0	57	29	14	540	26	7	56	26	11	545
B. good	62	2	8	15	63	5	21	2	8	548	62	8	63	21	8	548	53	4	53	31	11	544
C. fair	15	1	17	2	33	1	17	2	33	541	15	17	33	17	33	541	18	2	41	39	17	540
D. poor	5	0	0	0	0	0	0	2	100	521	5	0	0	0	100	521	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	36	1	7	7	50	2	14	4	29	539	36	7	50	14	29	539	23	5	56	28	11	544
B. They match some of what I have learned.	31	1	8	7	58	3	25	1	8	548	31	8	58	25	8	548	48	5	52	31	12	544
C. They match just a little of what I have learned.	31	1	8	7	58	3	25	1	8	548	31	8	58	25	8	548	23	4	49	33	14	543
D. There is no match.	3	0	0	0	0	0	0	1	100	524	3	0	0	0	100	524	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	11	0	0	2	50	0	0	2	50	539	11	0	50	0	50	539	23	5	48	31	16	543
B. about the same as my regular schoolwork	59	2	9	12	55	5	23	3	14	545	59	9	55	23	14	545	58	4	52	32	12	543
C. easier than my regular schoolwork	30	1	9	7	64	2	18	1	9	546	30	9	64	18	9	546	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	62	3	13	13	54	5	21	3	13	546	62	13	54	21	13	546	33	5	51	31	14	543
B. a few times a week	36	0	0	8	57	3	21	3	21	542	36	0	57	21	21	542	45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	3	0	0	0	0	0	0	1	100	514	3	0	0	0	100	514	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	44	1	6	10	59	3	18	3	18	543	44	6	59	18	18	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	13	0	0	2	40	1	20	2	40	539	13	0	40	20	40	539	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	23	2	22	4	44	2	22	1	11	549	23	22	44	22	11	549	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	21	0	0	5	63	2	25	1	13	543	21	0	63	25	13	543	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	51	3	15	9	45	7	35	1	5	547	51	15	45	35	5	547	47	4	51	32	12	543
B. a few times a month	33	0	0	10	77	1	8	2	15	547	33	0	77	8	15	547	27	5	54	30	11	544
C. once a month	3	0	0	1	100	0	0	0	0	548	3	0	100	0	0	548	10	5	49	30	15	543
D. never or almost never	13	0	0	1	20	0	0	4	80	525	13	0	20	0	80	525	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	38	2	13	5	33	6	40	2	13	541	38	13	33	40	13	541	46	4	52	32	12	543
B. a few times a month	41	1	6	12	75	2	13	1	6	551	41	6	75	13	6	551	28	5	53	30	12	544
C. once a month	8	0	0	2	67	0	0	1	33	542	8	0	67	0	33	542	11	4	47	34	15	542
D. never or almost never	13	0	0	2	40	0	0	3	60	532	13	0	40	0	60	532	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	514	50	0	0	0	100	514						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number